IQRO JURNALI / 2023
GUVOHNOMA № 060680
E-ISSN : 2181-4341
https://wordlyknowledge.uz
IMPACT FACTOR(SJIF) : 3,934

VOLUME 4, ISSUE 2, 2023

INTERACTIVE METHODS USED IN ELEMENTARY SCHOOL IN NATIVE LANGUAGE

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Annotations

Particular attention should be paid to the development of students' speech in native language classes. At the same time, every teacher should have high pedagogical skills. The following article provides examples of some of the ways in which speech can be developed in native language classes.

Keywords

Lesson, science, native language, integration, efficiency, style, method, interactive techniques, mysterious painting method, bingo method.

Creating curricula and textbooks based on the latest technologies and world standards of education is a requirement of the times. The scientific interpretations of the structure of the modern Uzbek literary language have been updated and developed, as well as the system of lexical and grammatical relations, the system of student-teacher relations. The main goal of the updated direction of the mother tongue is to form and develop students' skills to express their thoughts accurately, clearly, fluently and beautifully in their native language[1].

Choosing the right words and delivering the speech in a way that is comfortable for the listener is one of the most important components of human culture. Therefore, the main task of native language lessons is to teach the correct and appropriate use of every word, compound and sentence in all its aspects, to form a sense of caution in their speech.

Therefore, teaching young people to write literately, beautifully, and to write independently should become a regular activity. Bringing students together in groups can also be helpful in creating text. In groups, students learn to work as a team, to listen to others, and to base their opinions on evidence. Proper organization of the creative process increases the activity of students in the classroom and forces indifferent, frustrated students to work, think creatively. The variety of interactive methods used in this regard is important for literacy and error correction. Improving mother tongue literacy is a labour-intensive and time-consuming process that requires a high level of skill and creativity on the part of the teacher.

The main purpose of teaching the subject" mother tongue " is to teach creative - independent young people to express their ideas freely and effectively, meaningfully and logically in written and oral form, to consciously assimilate the rules of the Uzbek language, as well as to educate their circles of thought in the spirit of love for our native land, the rich spirituality left by our[2].

At present, attention is paid to the teaching of native language science in secondary schools. The only limitation with the provision of information in the textbook in the teaching of the native language can not ensure the quality of Education. Therefore, today's educator should be able to engage the student in the subject through various teaching methods and achieve the goal pursued by

[1] Akhatov, L., Madalimov, T., & Xaytmetov, R. (2020). The Spiritual Connection of Sufism and Tolerance in the Works of Jami. International Journal of Multidisciplinary Research and Publications, 1(2), 1-4.
[2] Badalova, B. (2020). Lesson Competition Element in Russian. EPRA International Journal of Multidisciplinary Research, 6(5), 535-537.

the DTS. These measures include personal contribution of teachers to the professional skills and educational process, high efficiency and quality of Education, regular improvement of their knowledge, development of professional skills and qualifications, opportunities created by the teacher for the successful application of advanced methods and pedagogical technologies. In the primary classes, the main pridmet of native language science is an expression for students from the study of ways and means of studying the Uzbek language, speech,reading and writing,mathematics and spelling. Innovative, non-traditional educational methods such as “networking of thoughts”, “sharpening”, “analysis of concepts”, “speaking of dances”, ”fish sclet”, “Yelpigich”, “Boomerang”, “Zakovat”, “yes or no”, “Zinama-zina”, “Sinkveyn, “SWOT” analysis can be used in the organization of native language lessons, and their importance in the organization of lessons on the basis of pedagogical technologies. Each teacher of such techniques can organize, change, creatively develop or use similar options in a specific direction, depending on the character, temperament and interest of the students to whom he is teaching. In a word, such games are considered one of the ways to give subjects an easy and understandable to the reader,t he teacher can apply new educational games in his lessons, and even think of such games himself. After all, we live in the age of news, information[3].

In the lessons of the mother tongue of the elementary class, basically a lot of applied techniques will be based on the game. The forms, methods and methods of organizing the joint activities of the teacher and the student in the teaching of the mother tongue with the improvement of the educational system are constantly developing and updating.

Lesson-the main organizational form of school education. The lesson is a didactic event, organized in a strict order with a certain number of permanent student compositions and aimed at a specific goal.

The interactive method serves to activate the assimilation of students ' knowledge, to develop their personal qualities by sweetening the activity between students and the teacher in the educational process. The use of interactive techniques helps to increase the effectiveness of the lesson.

Method this is the way, the method used to accomplish a goal. Methodology This is a set of ways, methods that lead to different goals in the course process, the question that the reader puts before his / her teacher is able to successfully master and develop the material he / she is learning.

In order to achieve an effective result in the use of interactive techniques in the lessons of mother tongue in primary classes, it is necessary to use only the same techniques,but to use new ones, to search, to use modern technologies.

METHOD “BLACK BOX”

The purpose of using this method in the educational process is to encourage the students to work actively, work in cooperation with them, manage certain situations and form logical thinking skills along with the achievement of thorough mastering of the subject. In the use of the method, the following actions are organized:

- students are attached to the pair;
- basic concepts that illuminate the essence of the subject in pairs (base words, dates, characters, numbers and . . .) the function of recording ni to Cards is loaded;
- the teacher, in cooperation with the students, will check the performance of the assignment by groups;

[3] Ikramov, R., & Bekmirzayev, N. (2020). "Avesto"da ayol va oila huquqlari talqini. Til va adabiyot ta'limi, (6), 26-27.

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- a member of the group who has completed the task correctly performs the role of a teacher and writes the solution of the task on the writing board; -students of the class interpret the idea that is recorded on the writing Board (base words, dates, signs, numbers and say what other means);

- the student who answered correctly, fulfilling the role of the teacher, submits to the couple the creation of a scheme, table or image that illuminates the essence of the subject, and with the help of the teacher checks the fulfillment of the task.

Strategy (method)" ZIG-ZAG"

The method serves to work with students on a group basis, quickly and thoroughly mastering the topic. The advantage of the method is determined by the following aspects:

Students form the ability to work as a team (or group);

Time spent on mastering the subject will save.

In the process of applying the strategy" Zig-zag", the following actions are performed:

-pupils of classes are divided into several (5-7 units) groups;

-the text covering the essence of the new topic will also be divided into 5-7 parts accordingly;

-each group is assigned a certain part of the subject (1-text, 2-Text) and the task of studying it is assigned;

-during the specified time, the groups are working on the text;

-leaders are selected among the members of the group in order to save time, and they will tell their group mates the basic information about the text studied;

-the opinion of the leaders can be supplemented by the members of the group;

-after all groups have thoroughly mastered the text given to them, the texts will be replaced by the group;

-at this stage, too, the above activity is repeated;

-a holistic text covering the essence of the subject in the same pseudonym is mastered by readers.

In modern education, it is expedient to use such interactive techniques as this in providing students with theoretical and practical knowledge in a short period of time in the lesson. It should be noted that since ancient times the methods of interactive education in Uzbekistan have been supported in such forms as discussion, discussion, discussion, discussion, analysis, consultation, readings in the dialogue between teachers and students and students in the educational process. These methods enable students to develop their independent thinking through the cultivation of speech, thinking, reasoning, mind, talent, intelligence, served as a perfect human being[4].

Expressing one's thoughts in the form of a creative text is the most effective way to integrate all the requirements for mother tongue lessons, in which the student's thinking develops, vocabulary increases, and the use of words is appropriate. differs from one.

There will be no characters in the text. It mainly describes the natural landscape, individual objects, events and happenings, work processes. In this type of text, special attention is paid to the specific external features of the event, such as events. This type of text is more commonly used, especially in grades 5-7. Because this method does not cause much difficulty for students and in the process of learning language phenomena in the process of studying the seasons, tulip festival, school garden, cotton field, desert, desert, mountain, river, city, village and so on. they can easily create.

[4] Kobilova, N. (2020). Reading Comprehension Improving Methods of Students on Specialist Courses. Ученый XXI века, 5(2), 37-38.

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Imaging depends on observation. That's why it's so important to teach students to be observant in their native language classes, to get used to knowing things according to the most important signs and characteristics of events.

The second type of text is narration. The text of the narrative differs from the descriptive text in the sequence of the story, the presence of participants, the use of dialogic speech. In such texts, the event must maintain a semantic integrity. In this type of text, the arguments and their details are given a special place; the events are narrated in the form of a story. Image elements are also used in the narrative text.

CONCLUSIONS

From the above, it can be concluded that at a time when the flow of information is increasing, the interest of students in learning is declining. To increase their interest in learning, the teacher needs new approaches to the educational process. The purpose of introducing new educational technologies into the educational process is to increase the activity of students. Interactive methods shape all aspects of a child's personality, causing significant changes in his or her psyche. Thus, the creation of grammatical assignments using the acquired theoretical knowledge, skills and abilities in practice is a common type of creative work in native language classes, and it is necessary to achieve its effective use.

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